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ABSTRACT

Designed for integration into existing school curriculum, this is the first in a series of five career education curriculum kits for teachers of grades K-3. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "Students will identify and develop attitudes about the world of work." For this goal, four course goals are listed accompanied by suggested performance indicators. Sixteen appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades 4-8.) (JH)

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ED154122

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

Grades K-3

Edited by

Dan Grimes

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 014 954

Marion County Intermediate Education District, Salem, Oregon

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES K-3

SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

OE 0U 954

This publication was developed by the Marion Intermediate Education District, in cooperation with the Instructional Division, Career and Vocational Education Section, Oregon Department of Education, under the authority of the Vocational Education Act of 1963, as amended in 1968. Questions regarding use, reproduction, or availability of these materials should be addressed to the Curriculum Coordinator, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

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Portland, Oregon 97207

(503) 229-4843

QUOTES FROM TEACHERS WHO FOUND THE CURRICULUM MATERIALS VERY USEFUL:

We were very impressed! We found it a valuable addition to our regular curriculum.

Career Committee, Primary, Glendale

The best part of the program to me seems to be the ease with which the activities can be used and incorporated.

Laura Miller, Lincoln Elem., Grade 1, Ashland

Excellent activity! Given at the beginning of the day, helped stimulate the students to choose to do their best that day.

Joene Courtney, Aumsville Elem., Grade 3, Aumsville

Fun activity for kids, interesting to observe their reactions and relate them to the various learning styles. This is an activity I would use again--could be used many times with different objectives.

Barbara Miller, Gaffney Lane, Grade 1, Oregon City

The kit was excellent. I enjoyed doing activities with the children, and they enjoyed doing mobiles, silhouettes, etc. I recommend it for all districts to introduce career awareness.

Miss Mosely, Glendale Elem., Grade 2 Glendale

This activity is important to my class as we live in a rural area and they are not familiar with some of the jobs and professions women are now entering.

Carolyn Poetsch, Petersburg Elem., Grade 2 Petersburg

Parents were especially pleased with this activity. We now send a new chart home every week. Rather than agreeing on five things everyone was to do, each child or parent listed the jobs they presently do. Children were very proud of their charts.

B. J. Finch, Gaffney Lane, Grade K, Oregon City

WELCOME TO THE K-3 CAREER AWARENESS EXPLORATION CURRICULUM KIT! You have before you five notebooks of classroom activities that cover the program goals of Career Education developed by the Oregon Department of Education.

These activities were field-tested by seventy-five selected teachers involving approximately 1900 students throughout the state of Oregon during 1976-77 school year. The activities are designed for integration into the existing school curriculum. While some activities are ongoing and unit oriented, most activities can be accomplished in a normal class period.

Field-testing demonstrated the effectiveness of the activities. Children and teachers responded with loads of excitement and enthusiasm!!

The Career Education Kit will definitely enhance the learning in any classroom.

CAREER AWARENESS – EXPLORATION

CURRICULUM KIT

MEMO

TO: Administrators and Curriculum Coordinators
FROM: The Writing Team

RE: Staff In-service

If this material is to be distributed to teachers without a formal in-service, take a half hour and discuss the following information with your teachers:

WHAT IS IT?

The kit contains a selection of K-3 activities that have been screened and field-tested by classroom teachers. The material covers five (5) program goals. Each book contains activities for one program goal.

WHY SHOULD YOU USE IT?

By implementing this program a district will begin to help students meet minimum graduation requirements. An awareness of career opportunities for students will be developed through the implementation of this program. The activities are designed, developed and based on learning behaviors, such as decision-making, communication skills, inquiry, etc. Experience from the field-test sites has shown that EXCITEMENT, INTEREST, ENTHUSIASM, and ENJOYMENT occur when these activities are used in the classroom.

HOW LONG SHOULD YOU USE IT?

The program is an ongoing experience. The activities should be integrated into the basic curriculum. The program is flexible. Program goals and activities do not need to be done in sequence. The writers strongly recommend that activities from each program goal be used. Most of the activities range from one half hour to one hour of class time. The creative teacher will be able to adapt the activities to their style of teaching and unique situation.

WHAT WILL THE BENEFIT BE TO STUDENTS?

In a years time students will have been exposed to a variety of activities that will allow them to utilize their training in math, reading, spelling, art, science, etc. Through this approach students are being provided an opportunity to apply skills learned in school to life situations.

CAREER AWARENESS – EXPLORATION

CURRICULUM KIT

WHERE DO I GET HELP IF I NEED IT?

Contact your regional career education coordinator, your district career education director, one of the writers of the program, or Dan Grimes, Specialist, Career Awareness, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

I am interested in information regarding:

_____ 1 hour informational in-service

_____ 3 hour overview of the materials

_____ 10 hour (1 college credit) in-service

_____ 20 hour (2 credits) class

_____ 30 hour (3 credits) class

NAME _____ ADDRESS _____

SCHOOL_____ _____

MAIL TO: Dan Grimes
Specialist, Career Awareness
Oregon Department of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

TABLE OF CONTENTS

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(Goals and activity matrix)

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Program Goal 4
Program Goal 5

Section III .....Implementation Handbook

(Users guide)

Section IV .....Acknowledgements

CAREER AWARENESS CURRICULUM

KIT

INDEX

(GRADES K-3)

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John Davies.....Project Writer

Nancy Combs.....Project Writer

Inge Infante.....Artist

Steve Sandstrom.....Artist

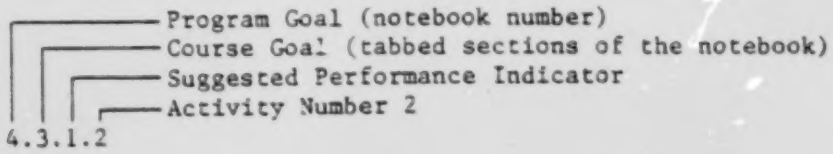
Christy Bailey.....Artist

USING THE INDEX

Each of the following color coded pages represents one notebook. Each colored page lists the program goal, course goals, and performance indicators for its corresponding notebook. Also included on each color-coded page is an activity/skills cross-referenced index.

The teacher can review the goals and performance indicators for appropriateness to class needs. The program goal provides broad information about the activities contained within the notebook. Course goals offer more specific information about the activities contained within the tabbed sections of the notebook. Performance indicators provide specific student objectives.

The numbers are used to locate activities within the kit.



This index is intended to be an aid to planning. For example, if the teacher wished to identify decision-making activities, he/she would scan the decision-making column of each index page to identify the name and location of all decision-making activities. Further information about the activities can be gained from the goals and performance indicators listed on each index page.

Program Goal 1. STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The student will:	The Student:
1.1 Understand the roles of family members.	1.1.1 Given an opportunity for discussion, will identify the roles of their family members.
	1.1.2 Given an opportunity to discuss, will identify the relationship of family members to the world of work.
1.2 Recognize that some work requires individual effort and other work requires group participation.	1.2.1 Given a classroom task, will complete an individual project.
	1.2.2 Given a classroom task, will complete a group project.
1.3 Be able to identify attitudes of others within the world of work.	1.3.1 Given the opportunity for a discussion, will begin to identify a definition of attitudes.
	1.3.2 Given an opportunity to observe workers, will identify the attitudes exhibited.
1.4 Be able to recognize why most members in a community seek work.	1.4.1 Given the opportunity to ask questions, will be able to state why people seek work.
	1.4.2 Given the opportunity to interview workers, will describe why people work.

Program Goal 1

Students will identify and develop attitudes about the world of work

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Film	Math	Art	Listening	Analyzing	Identifying	Observing	Classifying	Researching	Experimenting	Synthesizing	Sequencing	Coordination	Tallying	Map	Calendar
1.1.1.1	Family Pictures	K-1	X			X					X								
1.1.1.2	Silhouette Silhouette	2-3	X			X					X								
1.1.2.1	Life Role Boxes	K-1	X						X		X								
1.1.2.2	Photo Essays	2-3									X								
1.2.1.1	Telephone Tasks	K-1	X																
1.2.1.2	Space Travel	2-3				X										X			
1.2.2.1	Noodle Necklaces	K-1											X			X			
1.2.2.2	Mass Produced Trucks	2-3														X			
1.3.1.1	Behavior Choices	K-3	X									X							
1.3.1.2	F-B-U	2-3	X									X							
1.3.2.1	Worker Attitudes	K-1	X					X											
1.3.2.2	Why Attitudes?	2-3							X	X	X								
1.4.1.1	Community Workers	K-1	X																X
1.4.1.2	Why People Work	K-3					X												X
1.4.2.1	Why Do I Work?	K-1	X																X

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 2. STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
2.1 Develop an understanding of the interrelationship of the producer life role to family, citizen, consumer, individual, and learner.	2.1.1 Given the opportunity to identify parent occupation(s), will describe where parent(s) work.
	2.1.2 Given the opportunity to describe, will identify how work effects the six life roles.
2.2 Identify various tasks the student performs within the family.	2.2.1 Given the opportunity to demonstrate, will show the tasks he/she performs at home.
	2.2.2 Given a task to do at home, will identify his/her responsibilities within the family.
2.3 Begin to identify workers in the community.	2.3.1 Given time to research community works, will be able to identify occupations.
	2.3.2 Given the opportunity to discuss, will assist in planning an "on-site" visitation of workers.
2.4 Understand the need for a monetary system.	2.4.1 Given the opportunity to learn the monetary system, will be able to participate as a producer and a consumer.
	2.4.2 Given the opportunity to identify the use of money in the family, will describe the effects of the monetary system.

Program Goal 2

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will acquire knowledge about the world of work.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Interviewing	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Group Planning	Creative Writing	Construction	Tallies	Map	Inquiry
2.1.1.1	Involve Me - I Understand	K-1	X													X		X
2.1.1.2	Map Skills	2-3	X		X												X	X
2.1.2.1	Mom Mobile & Pop Mobile	K-1	X		X													X
2.1.2.2	Six Life Roles and a Mini-Community	1	X							X		X						
2.2.1.1	Home Tasks	K-1				X						X						
2.2.1.2	My Jobs At Home	2-3	X															
2.2.2.1	Inquiry Ask the Task	K-3	X															X
2.2.2.2	Mix 'em and Match 'em	2-3	X															
2.3.1.1	Community Workers	K-1	X										X					
2.3.1.2	Community Map	2-3	X		X									X				
2.3.2.1	Any Field Trip	K-3			X					X		X						
2.3.2.2	Our School Workers	2-3								X		X						
2.4.1.1	Let's Play "Money"	K-1		X														
2.4.1.2	Popcorns-a-poppin	2-3		X								X						
2.4.2.1	Barter vs. Money $	1	X	X						X								
2.4.2.2	"Family" Budget	1	X	X						X		X						

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 3. STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
3.1 Recognize his/her relationship to family and school.	3.1.1 Given an opportunity to examine him/her self as a responsible family and school member, will by discussion, realize how he/she fits into society.
	3.1.2 Given an opportunity to illustrate, will compare his/her role in the family and at school.
3.2 Describe how an individuals' uniqueness applies to the family, citizen, individual, producer, learner, and consumer life roles.	3.2.1 Given an opportunity to participate in a role playing situation, will be able to identify three roles unique to the family situation.
	3.2.2 Given an opportunity to participate in an art activity, will create a display of the life roles.
3.3 Understand the relationships within the physical environment.	3.3.1 Given an opportunity to observe, will understand the outcome of pollution.
	3.3.2 Given the opportunity, will identify at least three persons who are responsibile for the care of the physical environment.
3.4 Be able to recognize acceptable behaviors in the home, school, and community.	3.4.1 Given the opportunity to examine social and work behaviors, will be able to classify them as being helpful or not helpful.
	3.4.2 Given the opportunity, will be able to identify sex-stereotyped roles.

Program Goal 3

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will identify their individuality and continue to develop a relationship with occupational roles.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Inferring	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Evaluating	Graphing	Construction	Telling Time	Map	Inquiry
3.1.1.1	Flannel Board Comparison Home - School	K						X		X								
3.1.1.2	Individual Silhouette	2-3			X					X								
3.1.2.1	Booklet "ME" - AT HOME AT SCHOOL	K			X					X								
3.1.2.2	Family - School Comparison	2-3			X					X								
3.2.1.1	Role Playing Family Members	K-2	X											X				
3.2.1.2	Role Playing Life Roles	3	X											X				
3.2.2.1	Family Collage	K			X					X								
3.2.2.2	Life Role Collage	2-3			X					X								
3.3.1.1	Water Pollution	K-3							X		X							
3.3.1.2	Every Litter Bit Helps!	K-3							X	X								
3.3.2.1	Physical Environment Collage	K-1								X								
3.3.2.2	Physical Environment Occupations	2-3						X										X
3.4.1.1	Acting Out Behaviors	K-3	X							X	X			X				X
3.4.1.2	Behaviors in Work and Play	2-3								X								X
3.4.2.1	Mom is a Doctor and Dad is a Nurse	K-3	X		X						X							

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 4. STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will be able to:	The Student:
4.1 Identify basic methods of communication.	4.1.1 Given a classroom task, will be able to complete the task using basic methods of communication.
	4.1.2 Given an opportunity for discussion, will be able to recognize how communication skills influence individuals' work.
4.2 Identify skills used in interpersonal relationships.	4.2.1 Given an opportunity to participate in a class activity, will be able to identify responsible behaviors.
	4.2.2 Given an opportunity to observe a worker, will be able to identify behavior traits that influence interpersonal relations.
4.3 Identify examples of decision-making in the career development process.	4.3.1 Given an opportunity to observe, will be able to identify decisions made by individual students, groups of students and others.
	4.3.2 Given an opportunity to participate in activities, will solve problems using group decision making strategies.
4.4 Develop an awareness of the creativity in many occupations.	4.4.1 Given an opportunity to analyze a task, will be able to identify different ways the task can be completed.
	4.4.2 Given an opportunity to observe workers, will be able to identify opportunities for creativity within occupations.

Program Goal 4

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE-SKILLS CHECKLIST

Students will develop skills in decision-making, communicating, and creating, as related to the world of work.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Listening	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Exploring	Creative Thinking	Construction	Trading	Map	Locality
4.1.1.1	Did You Hear Me?	K-1	X	X		X	X	X										
4.1.1.2	Transfer of Thought	2-3	X			X	X	X										
4.1.2.1	Sending, Receiving and Interpreting	K-1	X			X	X		X									
4.1.2.2	Worker Messages	2-3	X			X			X									
4.2.1.1	Kid Power	K-3	X								X	X						
4.2.1.2	Is There An Alternative	2-3	X											X				
4.2.2.1	Paper Plate Traits	K-1	X		X			X	X	X				X				
4.2.2.2	People Traits Field Trip	1-3	X			X			X	X								
4.3.1.1	Observing Decision	K-3	X						X									
4.3.1.2	D.M.	2-3	X	X					X		X							
4.3.2.1	Building Blocks	K-3	X			X	X		X				X				X	
4.3.2.2	Allocation of Resources	2-3	X			X	X				X							
4.4.1.1	Pens	2-3	X										X					
4.4.1.2	Building Your Own Thing	1			X						X				X			
4.4.2.1	Creative Occupations	2-3	X															X
4.4.2.2	Creativity: To Be Or Not To Be	2-3	X				X	X										

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 5. STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
5.1 Be aware that the world of work requires certain physical movements or skills.	5.1.1 Given the opportunity for discussion, will acquire knowledge about physical movements in the world of work.
	5.1.2 Given the opportunity to observe, will identify physical skills learned in school and used in occupational roles.
5.2 Be able to understand tools as an extension of the body.	5.2.1 Given an opportunity to use tools, will complete a task.
	5.2.2 Given an opportunity, will identify tools used in selected occupations.
5.3 Identify the relationship between classwork, physical and mental activity, and career choice.	5.3.1 Given a basic knowledge of physical and verbal skills, will be able to demonstrate the skills found in a job role.
	5.3.2 Given the opportunity to select a career area, will be able to demonstrate the relationship of the physical and mental skills learned in school to those within a career area.

Program Goal 5

Students will develop physical and mental skills related to occupational roles.

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Spelling	Analyzing	Identifying	Observing	Classifying	Measuring	Experimenting	Sequencing	Creative	Construction	Telling Time	Map	Inquiry
5.1.1.1	I Moved	K-1											X					
5.1.1.2	Who Moved?	2-3						X			X			X				
5.1.2.1	Mastery	K-1			X										X			
5.1.2.2	School and Jobs	2-3		X					X	X								
5.2.1.1	Tool Relay	2-3	X															
5.2.1.2	Tool Talk	K-1	X					X										X
5.2.2.1	Tool Bingo	K-1			X			X										
5.2.2.2	Tools and Time	2-3	X	X					X	X								X
5.3.1.1	W.S.P.S.	K-3							X	X			X					
5.3.1.2	Telling Traits	2-3	X										X					
5.3.2.1	Charles and Orville and a Dog Named Bruce	K-1	X							X								
5.3.2.2	Are They Alike?	2-3					X		X									

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 1. STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
1.1 Will understand the roles of family members.	1.1.1 Given an opportunity for discussion will identify the roles of their family members. 1.1.2 Given an opportunity to discuss, students will identify the relationship of family members to the world of work.

Program Goal 1

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.1

The student will understand the roles of family members.

Suggested Performance Indicator 1.1.1

Given an opportunity for discussion, the student will identify the roles of their family members.

Description of Activities

1. Family Pictures (K-1)
An individual activity for the teacher to use with the whole class. The activity provides for the student and teacher an opportunity to discuss individually the student's family.

2. Silhouette, Silhouette (2-3)
The activity provides the opportunity for students to learn about other class member's families through the use of art media and an interviewing technique.

P. I. No. 1.1.1

Title: FAMILY PICTURES

Activity 1

Suggested Instructional Goal:

Given the opportunity to draw a picture of their family group, the student will be able to identify, through discussion, the role of each family member.

Grade Level:

K-1

Skills:

Drawing, classifying, discussing

Time:

Three 20-minute periods

Number of Students:

Individuals and total class

Materials:

Drawing paper, crayons, a number of labels for each of the following, "Mother, Father, Sister, Brother, Grandfather, Grandmother, Aunt, Uncle."

Procedures:

1. Sometime during the school day, provide each student an opportunity to draw a picture of their family.
2. Students will identify each individual in the picture with the appropriate label. (Labels "Mother," "Father," "Sister," "Brother," etc. provided by the teacher.)
3. Each student individually discuss with the teacher the role of family members within the home.
4. In groups of 3-5, the students will share their pictures and describe family member's roles.
5. Students may wish to build a family album and add to it during the year.

Source: John Davies, John Young, Loretta Ness

C.I. No. 1.1.1

Title: SILHOUETTE SILHOUETTE

Activity 2

Suggested Instructional Goal:

Given an opportunity to discuss family member roles, the student will be able to use a silhouette to depict and describe the role of specific family members.

Grade Level:

2-3

Skills:

Cutting, discussing, describing, classifying

Time:

2-3 hours

Number of Students:

Total Class

Materials:

Adult and child silhouettes 10-15" high (see sample), colored butcher paper, scissors, glue.

Procedures:

1. The class will discuss possible roles family members assume (work, leisure, consumer, comforter, protector, homemaker, citizen, leader, follower, helper, play, etc.).

2. The teacher will provide students with silhouettes of adults and children. Students will cut out a silhouette for each family member.

3. The students will choose a possible role for each family member and cut clothes from colored butcher paper appropriate to the role chosen. The students will dress the family member silhouettes.

4. The students will choose one family member silhouette to "introduce" to others. The students will introduce their family member silhouette to each other and describe the role of the silhouette as dressed.
   Example: "This is my mother. She is an office manager. She wears dresses and pantsuits. She also takes care of me."

5. The students can continue with various family member silhouettes.

6. Follow up with a total class discussion about the similarities and differences of families.

7. The teacher can provide space in the room for students to display their silhouettes.

NOTE: Students could trace and cut out life size silhouettes.

Adapted from an idea by Cheryl Moore, Roseburg, Oregon.
Source: John Young, Loretta Ness, John Davies

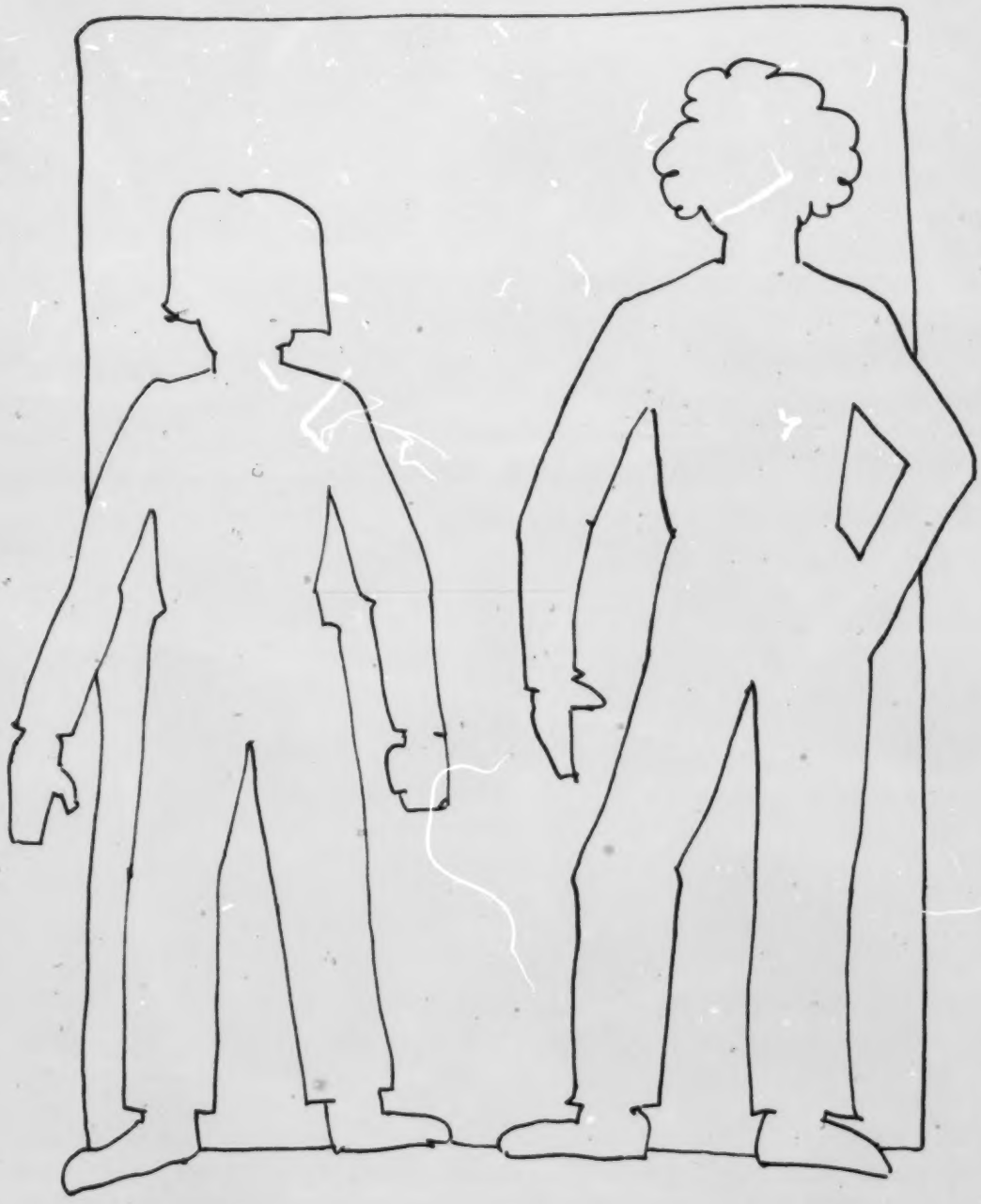
K-3-4

P. t. no. 1.1.1

Title: SILHOUETTE SILHOUETTE

Activity 2

Procedures Continued:



K-3-5

Program Goal 1

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.1

The student will understand the roles of family members.

Suggested Performance Indicator 1.1.2

Given an opportunity to discuss, the student will identify the relationship of family members to the world of work.

Description of Activities

1. Life Role Boxes (K-1)
Students will use eye-hand coordination skills to obtain information about school workers.

2. Photo Essays (2-3)
Creative expression of family members' life roles through the use of photography is the focal point of the activity.

P.I No. [illegible]

Title: LIFE ROLE BOXES

Activity 1

Suggested Instructional Goal:

Given the opportunity to discuss the 6 life roles and identify pictures depicting their families in the 6 life roles, the student will be able to participate in a small group activity interviewing a worker about a selected life role.

Grade Level:
K-1

Skills:
Identifying, classifying, describing

Time:
Twelve 30-minute periods

Number of Students:
Total Class in Small Groups

Materials:
Magazines, scissors, glue, 6 shoe boxes

Procedures:

1. The teacher will introduce the 6 life roles (family, individual, producer, consumer, learner, citizen) at a basic vocabulary level. (Family: Things done as a family; Producer: People who work; Consumer: People who use up things; Citizen: Voting; Individual: Hobbies; and Learner: Night class or reading.)

2. The teacher will prepare 6 boxes, each labeled with a life role.

3. Using the selected life role, each student will cut out a picture depicting their family in that life role. (Producer: The work a family member does; Family: Something their family does together. Etc.) Continue this activity until each box is completed. (Suggested time: 1 or 2 days per box. See time line.)

4. Students form 6 small groups. Each group will have the opportunity to take a life role box and complete the following tasks:

   --choose a school worker
   --make an appointment with the worker (Teacher should set this up.)
   --take the life role box to the worker and have that worker choose pictures relating to their own family
   --complete a small poster depicting the worker's family in the chosen life role
   --small group returns to class and shares the poster completed by the worker
   --class discusses findings.

   POSSIBLE DISCUSSION QUESTIONS:
   What pictures did the worker choose?
   What kind of activities were chosen?
   Indoors?

P.I No. 1.1.2

Title: LIFE ROLE BOXES

Activity 1

Procedures Continued:

QUESTIONS CONT.:

Outdoors?
Dangerous?
Does it cost money?
Is it done at home or away from home?

5. Groups construct a display using posters made from the pictures placed in the life role boxes.

SUGGESTED TIME LINE FOR THIS ACTIVITY:

6 School Days	6 School Days
Collecting pictures for life role boxes (1 life role per day)	Interviewing workers (1 group per day with discussion to follow interview

Source: John Davies, Loretta Ness, John Young

F. I. No. 1.1.2

Title: PHOTO ESSAYS

Activity 2

Suggested Instructional Goal:

Given an opportunity to photograph a family member participating in 6 life roles, the student will create and discuss a photo essay.

Grade Level:

2-3

Skills:

Sequencing, classifying, recording

Time:

2 Weeks

Number of Students:

Individual

Materials:

Camera, film, tagboard

Procedures:

1. The class will discuss basic methods of photography and use of cameras. Photographers or media specialist could be used as resource persons. Each student should have an opportunity to practice with a camera.

2. Each student will construct a photo essay of a family member in each of the 6 life roles (family, producer, consumer, individual, learner, citizen).

3. Each student will display and discuss their photo-essay.

4. The class will compare and contrast photo essays.

Note: High school photography classes might be able to develop film, work with students, etc.

K-3-9

Source: John Davies, Loretta Ness, John Young

1.2 Recognizing individual effort and group participation in work

Program Goal 1. STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
1.2 Will recognize that some work requires individual effort and other work requires group participation.	1.2.1 Given a classroom task, will complete an individual project. 1.2.2 Given a classroom task, will complete a group project.

Program Goal 1

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.2

The student will recognize that some work requires individual effort and other work requires group participation.

Suggested Performance Indicator 1.2.1

Given a classroom task, the student will complete an individual project.

Description of Activities

1. Telephone Tasks (K-1)
Students learn to accept responsibility and gain confidence through the use of a telephone. The activity should lead to an understanding of tasks that can be completed by oneself.

2. Space Travel (2-3)
Active student participation in a task that requires thinking and application leads to a classroom discussion of work that is completed by others.

P.I. No. 1.2.1

Title: TELEPHONE TASKS

Activity 1

Suggested Instructional Goal:

Given an opportunity to use a telephone to gain specific information, the student will be able to identify verbally tasks which require individual effort.

Grade Level:
K-1

Skills:
Communicating, gathering data

Time:
Three 30-minute periods

Number of Students:
Individual

Materials:
Teletrainer or toy phones (optional)

Procedures:

1. The teacher discusses good telephone manners and appropriate use of the telephone.

2. Children use Teletrainer or toy phones to practice telephone manners and procedures.

3. Teacher assigns students to make an actual call to gather one piece of specific information.

   Examples:
   - -Daily weather forecast
   - -Correct time at the time of the call
   - -Number of people working in a specific business
   - -Cost of a hamburger at a restaurant
   - -Find out if an ice cream store has licorice ice cream
   - -Arrival time of a bus from another specific city

4. Teacher provides student time to use the school office phone (if practical) or Teletrainer to place a call.

5. When task of making the phone call is finished, the teacher and students discuss:
   - -Were you able to complete the task without the help of another person?
   - -Are there other tasks you can complete without the help of another person?
   - -Could you do another telephone task by yourself?
   - -What are some tasks people do alone?
   - -Are there work tasks you can complete at home? School?

6. With parents' permission, assign students the task of making a call from their home phone. Discuss their experience the following day.

Source: John Davies, Loretta Ness, John Young

K-3-12

P. I. No. 1.2.1

Title: SPACE TRAVEL

Activity 2

Suggested Instructional Goal:

Given an opportunity to construct and fly a paper rocket, the student will be able to participate in a group discussion identifying kinds of work usually completed by others.

Grade Level:
2-3

Skills:
Following direction, measuring, assembling

Time:
30-40 minutes

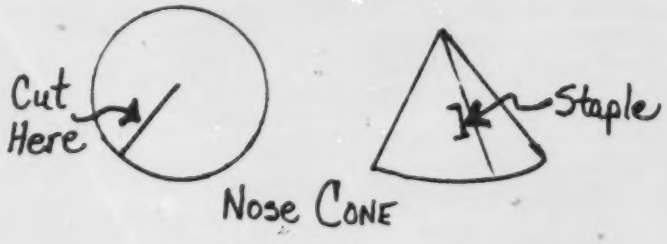
Number of Students:
Individual or Total Class

Materials:
Balloons, cardboard mailing tubes or toilet paper roll cores, soda straws, ball of string, manila folder, scissors, tape, poster paints and brushes

Procedures:

1. Secure a toilet paper roll core or cut a cardboard mailing tube 4½ inches long. This will become the body of the rocket.

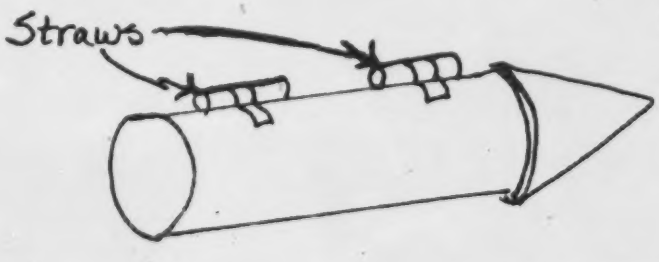
2. Draw a 2½ inch diameter circle on a manila folder. Cut out the circle. Cut the radius of the circle as shown.



3. Fold and staple the circle as shown (this will become the nose cone).

4. Tape the nose cone to one end of the rocket body.

5. Cut a soda straw into two ½-inch lengths. Tape them to the body as shown (they will become part of the guidance system). You may wish to paint the rocket now.



K-3-13

P. I. No. 1.2.1

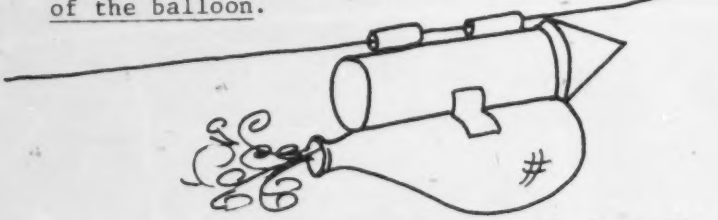
Title: SPACE TRAVEL

Activity 2

Procedures Continued:

6. Cut an 8 to 10 foot piece of string. Tie one end to the back of a chair. Pass the other end of the string through each of the soda straws (the string is the final part of the guidance system).

7. Blow up a balloon with air and tape it to the body of the rocket, as shown (the balloon is the propulsion system). Do not let the air out of the balloon.



8. Hold the string tight and let go of the balloon and rocket body. The rocket will shoot to the opposite side of the room.

9. Class discussion:

   What scientific principles have just been demonstrated?
   What part of the activity could only be done by you alone; what part could have been done with others?
   How does the model and this activity simulate what really occurs in space flight?
   What types of work are usually done alone? What types with others?

Comment: You may wish to mark with chalk on the floor the distance each student's rocket traveled. Make it a game to see who can get their rocket to travel the greatest distance.

The class may want to make this as an assembly line procedure. Assign tasks of nose cone, body, straws, etc.

NOTE: If rocket fails to fly, students could experiment using different materials (construction paper tubes, drawing paper, etc.) and methods (balloon inside tube, larger/smaller balloons). Students could approach this activity as a problem solving experience. Students might also research airplanes, rockets, flight, etc. using library books, films, etc.

Source: John Davies, John Fessant, Larry Kenneke

Program Goal 1

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK

Course Goal 1.2

The student will recognize that some work requires individual effort and other work requires group participation.

Suggested Performance Indicator 1.2.2

Given a classroom task, the student will complete a group project.

Description of Activities

1. Noodle Necklaces (K-1)
Through the use of an art activity, students will begin to understand the comparison of individual and group effort.

2. Mass Produced Truck (2-3)
An industrial arts activity that provides students an opportunity to experience an assembly task

P. I. No. 1.2.2

Title: NOODLE NECKLACES

Activity 1

Suggested Instructional Goal:

Given the opportunity to construct a necklace independently and within a group, the student in a small group discussion will be able to identify activities that require group effort.

Grade Level:

K-1

Skills:

Sequencing, group problem solving, constructing

Time:

30 minutes

Number of Students:

Total Class in small groups

Materials:

String
Scissors
Large, straight macaroni that can be strung
Food coloring
Spoon

Procedures:

1. The students will get into groups of 4.
2. Each group is assigned the task of making each person in the group a necklace using the following procedure:
   - 1 Student is given the string and the task to cut string into proper lengths.
   - 1 Student is given the macaroni and the task of dying the macaroni. (Using a spoon, dip macaroni in food coloring until dyed.)
   - 1 Student is given the task of stringing colored macaroni.
   - 1 Student is given the task of tying the finished necklace.

   Each group will assign the work tasks within their group by reaching an agreement.
3. Groups complete 4 necklaces.
4. Following the group construction, each student is allowed to complete a necklace independently.
5. In the small groups, students compare and contrast group construction of a necklace and individual construction.
6. As a total class, discuss activities that require total group effort at school, at home, and on a job.

NOTE: This activity could be used as a learning center.

Source: John Davies, John Young, and Loretta Ness

P.I. No. 1.2.2

Title: MASS PRODUCED TRUCK

Activity 2

Suggested Instructional Goal:

Having participated in a group activity constructing a model truck, the student will be able to participate in a class discussion identifying tasks requiring group effort.

Grade Level:
2-3

Skills:
Following directions, measuring, assembling, sawing

Time:
90 Minutes

Number of Students:
Total Class

Materials:
Wood (pine) - See procedures.
Brads
Glue
Truck drawing (attached)
Screws for wheels

Procedures:

INPUT

This learning module will allow all of the students in the class to participate. The preliminary discussion should include the process of manufacturing, transportation and how the workers in a corporation are all dependent upon each other. The whole concept of manufacturing and mass production allows us to have uniform products at a reasonable cost. This unit should help the students to understand about the economic structure of the country.

NOTE: Prior to conducting this activity, the teacher may want to provide the class with a unit in measuring and the use of basic hand tools.

All material should be proper thickness and width. The teacher should construct a truck to be sure it all works and fits together and be a resource if students have difficulty.

Cutters. Using panel saws or back saws.

1. Axels - 3/4 x 3/4 x 2½" (same length as width of truck body) - 2/student
2. Cabs - 1 3/4 x 1 3/4 x 2½" (same length as width of truck body) - 1/student
3. Supports - 3/4 x 3/4 (same length as body width minus thickness of 2 sides) 2/student
4. Sides - ¼ x 1½ x 5 - 2/student
5. Motor - 3/4 x 1¼ x 2½ - 1/student
6. Body or bed - 3/4" x 2½" x 10" - 1/student
7. Wheels - 2 3/4 or 3" 1/8" masonite - cut with hole saw - 4/student

P. i. No. [illegible]

Title: MASS PRODUCED TRUCK

Activity 2

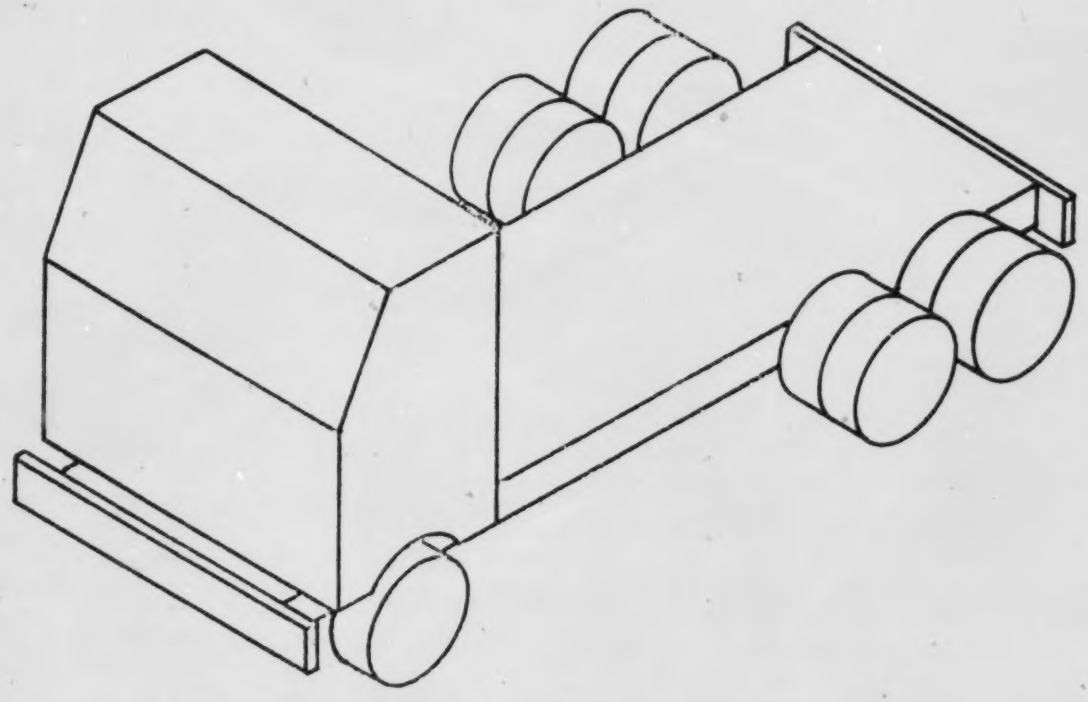
Procedures Continued:

Alternate Metric Measurements:

1. Axels - 2cm x 2cm x 6½cm (same length as width of truck body) - 2 students
2. Cabs - 4 5/10cm x 4 5/10cm x 6 5/10cm (same length as width of truck body) - 1 student
3. Supports - 2cm x 2cm (same length as body width minus thickness of 2 sides)- 2 students
4. Sides - 6/10cm x 8 3/10 x 12 8/10cm - 2 students
5. Motor - 2cm x 3 2/10cm x 6 5/10cm - 1 student
6. Body or Bed - 2cm x 6 5/10cm x 25 6/10cm - 1 student
7. Wheels 7cm or 7 7/10cm 1/8" masonite - cut with hole saw - 4 students

Assembly. With glue and brads
The assembly should be done in the order the class decides. This should be trial and error, to avoid awkward situations.

1. Axles to body - Drill axles for screws first.
2. Cab, motor, supports to body
3. Fasten sides to supports. Do any painting before wheels.
4. Wheels last - with screw drivers



K-3-18

Source: John Fessant, John Davies, Larry Kenneke

1.3 Identifying attitudes of others within the world of work.

Program Goal 1. STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
1.3 Will be able to identify attitudes of others within the world of work.	1.3.1 Given the opportunity for a discussion, will begin to identify a definition of attitudes. 1.3.2 Given an opportunity to observe workers will identify the attitudes exhibited.

Program Goal 1

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.3

The student will be able to identify attitudes of others within the world of work.

Suggested Performance Indicator 1.3.1

Given the opportunity for a discussion, the student will begin to identify a definition of attitudes.

Description of Activities

1. Behavior Choices (K-3)
A valuing activity that allows classroom participation in making choices about behaviors that are described by the teacher. The result of the activity should be student identified alternative behaviors.

2. Y. - N. - U. (2-3)
The activity assists students in understanding their values in relationship to social, economic, recreational, and general welfare statements. Large group discussion is the process used in the activity.

P.I. No. 1.3.1

Title: BEHAVIOR CHOICES

Activity 1

Suggested Instructional Goal:

Having listened to story situations with alternative behaviors reflecting attitudes, the student will be able to participate in a class activity demonstrating and discussing their choice of alternative behaviors and attitudes.

Grade Level:

K-3

Skills:

Deciding, valuing, listening

Time:

30-45 Minutes

Number of Students:

Total Class

Materials:

Story Situations (see samples)
4 Colored cards per student (1 blue, 1 red, 1 yellow, and 1 white)

Procedures:

STATEMENT: It is important that the teacher understand valuing.

Valuing is...

Prizing your beliefs and behaviors and publicly affirming them when appropriate.

Freely choosing your beliefs and behaviors from alternatives, after considering consequences.

Acting on your beliefs with a consistent and repetitive pattern.

Children can learn to clarify their values and attitudes when they have the opportunity to freely express them.

Our actions, choices and behaviors are reflections of our values and attitudes.

1. The teacher provides each child 4 cards (1 red, 1 blue, 1 yellow, and 1 white).

2. Tell the class that you are going to read them some short stories and they will have a chance to tell what they would do in the story.

3. The teacher reads a short story (see sample episodes), and the optional behaviors. (The teacher may want to develop episodes based upon actual incidents in the classroom, on the playground, etc.)

4. The teacher tells the students to indicate what they would do (which optional behavior they would choose) by holding up one of the colored cards. (First choices should always remain red, second choices should remain blue, etc.)

P. I. No. [illegible]

Title: BEHAVIOR CHOICES

Activity 1

Procedures Continued:

5. When all students have indicated a choice, have the students tell what they chose and why.

6. The teacher makes the following statement to the class: "All of us have attitudes. Some of them are the same, some are different." The class discusses the attitudes demonstrated in the above activity.

K-3-22

Source: John Young, John Davies, Loretta Ness

P. I. No. 1.3.1

Title: BEHAVIOR CHOICES

Activity 1

Procedures Continued:

SAMPLE STORY SITUATIONS

You are playing with 10 blocks and someone takes 5 of your blocks. What would you do?

-Cry?

-Take them back?

-Let them keep them?

-Something else?

Teacher Dialogue: "If you think you would cry, hold up red. If you would take them back, hold up blue. If you would let them keep them, hold up yellow. If you would do something else, hold up white."

You are a new person coming into the class. All the other children are doing three different things. The teacher says you can do any of the three things. Would you:

-Join the group who are playing with blocks together?

-Join the group who are painting a picture together?

-Look at a picture book at your desk alone?

-Do something else?

You are coloring at your desk. The person next to you needs red but doesn't have it. Would you:

-Let him use your red?

-Tell him to go get one from the teacher?

Procedures Continued:

-Do nothing?

-Do something else?

You go to the restroom. Two kids are drawing on the walls with ink pens. They give you a pen. Would you?

-Join them?

-Tell them to stop?

-Tell the teacher?

-Do something else?

P.I. No. 1.3.1

Title: Y - N - U

Activity 2

Suggested Instructional Goal:

Given the opportunity to listen to questions reflecting attitudes, the student will be able to participate in a small group activity demonstrating and discussing their attitudes.

Grade Level:
2-3

Skills:
Valuing, deciding, listening

Time:
20-30 minutes a day for 4 days

Number of Students:
Total Class

Materials:
3 cards for students labeled: yes, no, undecided (Y - N - U) List of questions (attached).

Procedures:

1. The teacher will provide each student with 3 cards: yes, no, undecided.

2. First Day:
   The teacher reads the two Social Attitude questions. (13 and 19; see attached questions and key.)
   The students respond by holding up the card that shows their response. The teacher tallies student responses on the board. The class will discuss the responses.

   Second Day:
   Repeat the same procedure using the Economic Attitude questions (2, 4, 7, 13, 16).

   Third Day:
   Repeat using the Recreational Attitude questions (5, 8, 10, 14, 15, 18).

   Fourth Day:
   Repeat using the General Welfare Attitude questions (1, 3, 6, 9, 11, 12, 17, 20-30).

3. An alternative method is to provide students with the list of all questions and have them respond in written form.

Source: John Davies, Loretta Ness, John Young

Adapted from: Oregon ASCD Curriculum Bulletin, Nov. 1974.

K-3-25

ATTITUDES

Y N U 1. Should parents permit young children to stay out late every night?

Y N U 2. Should children have all the money they want to spend?

Y N U 3. Should parents make their children go to bed at nine o'clock most nights of the week?

Y N U 4. After children have spent their allowance, should they feel free to ask for more spending money?

Y N U 5. Should the members of the family do things together, such as going on picnics, going to the beach, attending church or going to the movies?

Y N U 6. When children want to go to parties and theaters just because other children are going, should parents always let them go?

Y N U 7. Should children who work help pay the family grocery bill?

Y N U 8. Should every member of the family have some leisure activities?

Y N U 9. Should children be expected to obey their parents even when they do not understand why they should?

Y N U 10. Should only young members of the family be interested in hobbies?

Y N U 11. If father says I can but mother says I can't, should I go?

Y N U 12. Should children be required to brush their teeth regularly?

Y N U 13. Should parents tell children how to spend their allowances?

Y N U 14. Should all children develop an interest in reading the same kinds of books and magazines?

Y N U 15. If a fellow's gang wants him to play baseball on the same day mother expects him to mow the lawn, should he play ball and mow the lawn later?

Y N U 16. Should children budget their allowances or the money they earn?

Y N U 17. Should parents give in and let children go downtown or go to a movie?

Y N U 18. Should children be required to spend much of their free time cutting the lawn, washing dishes, or cleaning windows?

Y N U 19. Should parents permit their children to play too much?

Y N U 20. Should parents decide what their children shall do for a living?

Y N U 21. Should meals be served at specific times every day?

Y N U 22. Should children save money to buy Christmas gifts or presents?

Y N U 23. Should young children have to sweep, clean, and help around the house?

Y N U 24. If a child plays on the way home when he agreed to come home at once, should he be punished?

Y N U 25. If the family interests in television programs differ, should the adults get what they want first?

Y N U 26. Should children be required to spend much of their free time working at home?

Y N U 27. Should children be given a place for the things they own and be required to keep them there when not in use?

Y N U 28. Should parents help children think about a problem carefully instead of telling them what is best to do?

Y N U 29. Should children have something to say about the paint or other decoration to be used in their room?

Y N U 30. Is it Mother's job to pick up clothes or newspapers left by other members of the family?

THE KEY - The most desirable answer to each questions is given for the teacher to use as a reference. The key should not be used as a method for placing values of right or wrong on the students attitudes, but should be used as possible indicators of individual and group values. The key should help the teacher in providing open discussion within the class without moralizing and placing judgements on student beliefs.

1. N
2. N
3. Y
4. N
5. Y
6. N
7. N
8. Y
9. N
10. N
11. N
12. Y
13. N
14. N
15. N
16. Y
17. N
18. N
19. N
20. N
21. Y
22. Y
23. Y
24. Y
25. N
26. N
27. Y
28. Y
29. Y
30. N

Program Goal 1

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.3

The student will be able to identify attitudes of others within the world of work.

Suggested Performance Indicator 1.3.2

Given an opportunity to observe workers, the student will identify the attitudes exhibited.

Description of Activities

1. Worker Attitudes (K-1)
Students learn about the attitudes workers need in occupations through the use of art and observation.

2. Why Attitudes (2-3)
Students observe school workers and conduct a classroom discussion on, "How Attitudes Affect Job Performance?"

P.I. No. 1.3.2

Title: WORKER ATTITUDES

Activity 1

Suggested Instructional Goal:

Having identified 5 workers, the student will be able to participate in a class discussions identifying attitudes each worker needs in their occupation.

Grade Level:
K-1

Skills:
Identifying, reading, and labeling

Time:
20-minutes a day for 5 days

Number of Students:
Total Class

Materials:
Pictures of workers, tagboard

Procedures:

1. The class will identify 5 workers through discussion.
2. The teacher gathers pictures or drawings of each worker. Place each picture on an individual experience chart.
3. From the 5, the students identify the "worker (or workers) of the day".
4. The students identify words that describe attitudes (behaviors, traits, etc.) that the worker should demonstrate on the job (cheerful, helpful, understanding, angry, etc.)
5. The teacher will record words on the experience chart and discuss.
6. After all 5 are completed, the students compare and contrast charts.
7. The class could choose 5 more and continue the activity.
8. The students could role play the attitudes listed for various workers.

Source: Loretta Ness, John Davies, and John Young

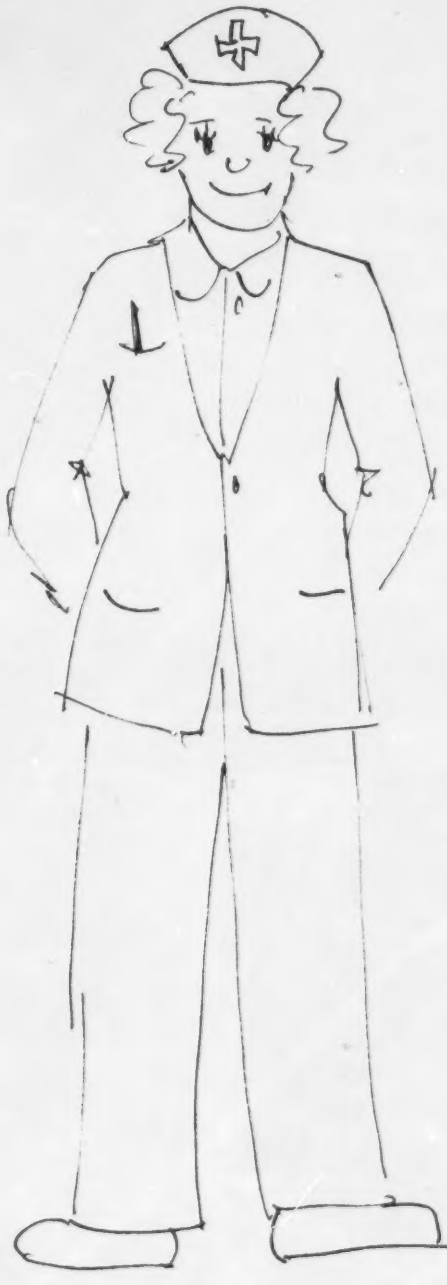
P. I. No. 1.3.2

Title: WORKER ATTITUDES

Activity 1

Procedures Continued:

THE NURSE



CHEERFUL

CAREFUL

CONCERNED

P. I. No. 1.3.2

Title: WHY ATTITUDES?

Activity 2

Suggested Instructional Goal:

Given an opportunity to observe workers, the student will be able to participate in small group discussions listing and interpreting data on worker attitudes.

Grade Level:

2-3

Skills:

Deciding, observing, and listing

Time:

4-5 hours

Number of Students:

Small groups and Total class

Materials:

Varied

Procedures:

1. The class indentifies at least 10 possible worker attitudes. (Cheerful, helpful, quiet, eager, etc.) Teacher lists these on the board.
2. The students form into 6 groups.
3. Each group chooses a worker to observe. The teacher will arrange for an observation of the workers.
4. From the list, each group will identify the 3 attitudes they feel are most important for the job.
5. Groups observe their chosen worker. Using the class list of attitudes, each group will identify all the attitudes exhibited by the worker.
6. Upon returning to the class, students discuss the attitudes observed. Possible discussion questions: Were the attitudes chosen exhibited by the worker? Why or why not? Were other attitudes shown that were not on the list?
7. The students choose 3 of the six observed workers to come into the class (at the same time) to discuss how attitudes of workers affect jobs and/or performance.
8. The class may benefit from viewing "Work Means" from the Bread & Butterflies Series. Contact Local I.E.D. or State Department of Education about the film series.

Source: Loretta Ness, John Davies, and John Young

K-3-32

Program Goal 1. STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
1.4 Will be able to recognize why most members in a community seek work.	1.4.1 Given the opportunity to ask questions, will be able to state why people seek work. 1.4.2 Given the opportunity to interview workers, will describe why people work.

Program Goal 1

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.4

The student will be able to recognize why most members in a community seek work.

Suggested Performance Indicator 1.4.1

Given the opportunity to ask questions, the student will be able to state why people seek work.

Description of Activities

1. Community Workers (K-1)
The activity begins to develop an interest in students about occupations they may like to be, within the community.

2. Why People Work (2-3)
Interviewing workers about why they work is the main focus of the activity. Students develop their own reasons and verify them through the interviewing process.

P.I. No. 1.4.1

Title: COMMUNITY WORKERS

Activity 1

Suggested Instructional Goal:

Given the opportunity to ask 5 questions about a selected occupation, the student will be able to complete an experience chart stating why the student might like to work at that occupation.

Grade Level:
K-1

Skills:
Questioning, communication

Time:
15-20 minutes a day

Number of Students:
Individual

Materials:
Pictures of Community Workers

Procedures:

1. The teacher will provide a box of pictures showing various community workers (police officer, firefighters, nurse, etc.).
2. Individually, students select one picture from the box.
3. The students may gain information about the occupation by asking the teacher 3 to 5 questions.
4. The students state to the teacher why they might like to do that job. The teacher copies student's dictation onto an experience chart.
5. At the end of the day the student shares the chosen occupation and experience chart with the total class. The class may discuss the occupation and the types of questions asked to gain information.
6. Continue until each student has had an opportunity to complete the activity.

NOTE: As an alternative, the students might work in small groups and as a group, formulate 3-5 questions with each child responsible for a question. The teacher might also want to invite various community workers or resource speakers.

Source: Loretta Ness, John Davies, and John Young

P.I. No. 1.4.1

Title: WHY PEOPLE WORK

Activity 2

Suggested Instructional Goal:

Having identified and rank ordered possible reasons people work, the student will be able to participate in an interviewing activity creating a visual display of workers and reasons for work.

Grade Level:

2-3

Skills:

Questioning, interviewing, ranking

Time:

30-60 Minutes

Number of Students:

Total Class

Materials:

List of possible reasons why people work (see sample), various art materials

Procedures:

1. Have the students brainstorm a list of possible reasons why some people work (see sample list).
2. The students rank-order the list according to their perception of their own needs.
3. Discuss the rankings.
4. From their rankings the students develop a list of 5 or 10 questions about why people work.
5. Each student will take their questions to a worker (parents, friends, relatives, or school workers) and interview the worker about their reasons for working.
6. The total class shares and discusses the interviews.
7. Each student develops a display (chart, pictures, etc.) showing the workers interviewed and listing reasons given for working.

Source: John Davies, Loretta Ness, and John Young

POSSIBLE REASONS WHY PEOPLE WORK

	Student	Person Interviewed		
	Rank 1,2,3,4	Very Important	Important	Not Very Important
Excitement				
Pay				
Satisfaction				
Good Health				
Fame				
Feeling Important				
Food and Shelter				
To be Helpful				
Freedom				
To be Successful				
Comfort				
Happiness				
Fun				
Companionship				
Travel				

NOTE TO THE TEACHER: These reasons are only suggested. The student should complete the rank-order column and the person interviewed completes the other columns.

Program Goal 1

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.4

The student will be able to recognize why most members in a community seek work.

Suggested Performance Indicator 1.4.2

Given the opportunity to interview workers the student will describe why people work.

Description of Activities

1. Why Do I Work? (K-1)
The activity provides students with the opportunity to identify work a student does in school and compare that to work done in selected occupations. Reasons why people work will be discussion topic when guest speakers are invited into the classroom.

2. Who Needs Workers (2-3)
The activity compares basic student needs to the workers who provide for those needs.

P.I. No. 1.4.2

Title: WHY DO I WORK?

Activity 1

Suggested Instructional Goal:

Having identified children's work activities and reasons for those activities, the student will be able to participate in a class interview of a worker to determine the reasons he/she works.

Grade Level:	Skills:	Time:
K-1	Interviewing, listing, communicating	1-2 Hours

Number of Students:	Materials:
Total Class	Magazines, art materials

Procedures:

1. The students identify the things they do that are work (drawing pictures, feeding the dog, cleaning their desk, etc.).
2. The students cut out or draw pictures of the work they have identified.
3. Each student chooses one of their pictures and tells the class their reasons for doing that work. Class members can respond, giving their own reasons for doing that work.
4. Each student identifies one occupation whose work is similar to the work identified by the student.
5. One or more resource persons in the occupations identified could be brought into the classroom to identify reasons why they work.

Source: Loretta Ness, John Davies, and John Young

P. I. No. 1.4.2

Title: WHO NEEDS WORKERS?

Activity 2

Suggested Instructional Goal:

Having listed basic student needs and possible workers who provide for these needs, the student will be able to complete an interview of a worker identifying specific student needs met by that worker.

Grade Level:
2-3

Skills:
Interviewing, classifying, charting

Time:
60 minutes

Number of Students:
Total Class

Materials:
Butcher paper, art materials

Procedures:

1. The class will identify and list on a chart their basic needs. Example: Food, Friends, Clothing, Love, etc. (see sample chart).
2. The class discusses who provides for these needs. List the person providing for these needs next to the need on the chart (see sample chart).
3. Discuss which occupations provide for these needs and list them on the chart (see sample chart).
4. In small groups, students construct a chart (see sample) to show the relationship of workers to needs and workers to workers.
5. Each student interviews at least one worker to determine how many of the student needs are met by that worker.
6. The teacher may, based upon the charts and interviews, have each student construct a booklet about "Who Needs Workers?".

K-3-40

Source: John Davies, Loretta Ness, and John Young

P. I. No. 1.4.2

Title: WHO NEEDS WORKERS?

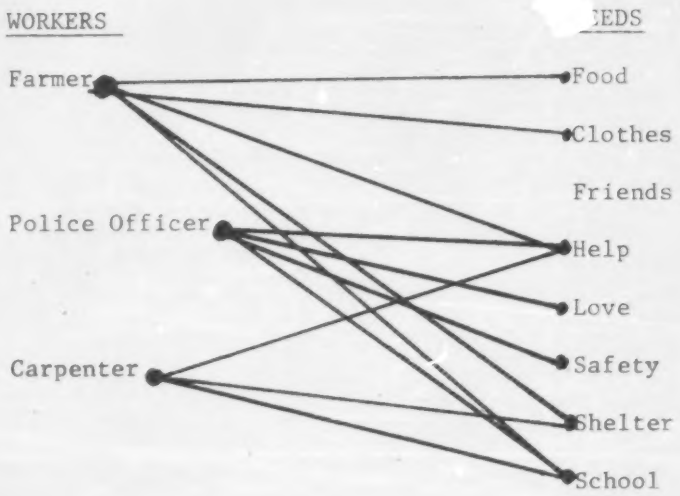
Activity 2

Procedures Continued:

SAMPLE

EXPERIENCE CHARTS

Needs	Who Provides	Workers Who Provide
Food	Parents, School	Farmer, Food processor
Clothes	Parents, Aunt	
Friends	Me, Other friends	
Help	Teacher, Mother Father, Brother	Police Officer, Fireman, Nurse
Love	Mother, Father Sister	



NOTE: Use different colored string to match up the worker with the student identified needs.

CAREER AWARENESS CURRICULUM

KIT

IMPLEMENTATION HANDBOOK

(GRADES K-3)

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John Young.....Coordinator/Writer

Loretta Ness.....Project Writer

Louis Cava.....Project Writer

John Davies.....Project Writer

Nancy Combs.....Project Writer

Inge Infante.....Artist

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CAREER EDUCATION IN OREGON

FOREWARD

CAREER EDUCATION THE OREGON WAY

--is for all students.

--enriches the total curriculum.

--helps students identify the relationship between in- and out-of-school experiences.

--helps students develop the competencies needed to function in the producer life role.

--happens most effectively if basic career concepts are used throughout the entire school curriculum.

--is the result of school and community cooperation in providing learning experiences for students.

--is based on student needs.

--provides students with identified skills that will enable them to function in their life roles.

Career education is an integral part of the total educational program. Career education focuses on the producer role and supports other life roles. This is done by providing career awareness, exploration, preparation, specialization and programs for students.

CAREER AWARENESS is learning about careers and the changing world of work. Students begin to recognize the relationship of the producer life role to the life roles of family, citizen, individual, learner, and consumer. Through exposure to career awareness activities, students will:

Identify and develop attitudes about the world of work.

Acquire knowledge about the world of work.

Identify their individuality and continue to develop a relationship with occupational roles.

Develop skills in decision-making, communicating, and creating, as related to the world of work.

Develop physical and mental skills related to occupational roles.

OVERVIEW

Many school districts throughout the state of Oregon have expressed the need for goal-based Career Awareness materials that can be incorporated into the teachers' present instructional program. The K-3 Career Awareness Curriculum Kit is designed to meet that need.

The kit is based on five program goals. Each goal can be mastered by the use of course goals, performance indicators, instructional goals, and classroom activities.

The curriculum materials were developed by a team of six writers from throughout the state during the summer of 1976.

Field testing of the materials was begun in October, 1976 and concluded June 1, 1977.

The materials contained in each notebook are designed to be used by classroom teachers in grades K-3. The activities are adaptable to suit most classes and meet the needs of individual students. Suggested grade levels, size or grouping, subjects, times, etc., are listed on each activity as an aid to planning. The activities can serve as a catalyst for teachers to expand and develop their own activities and ideas.

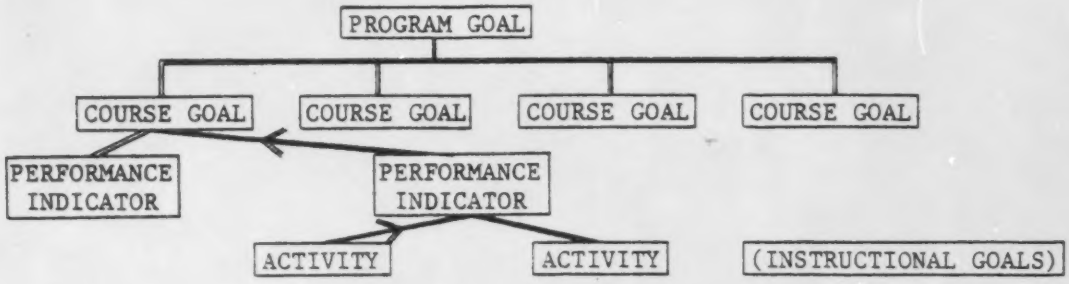
Many activities contain handouts that can be duplicated for student use. These, too, can be altered or expanded to meet particular needs.

The suggested activities provide an opportunity for students to be actively involved in communicating, decision-making, or manipulating and using a variety of materials with others.

Even though these activities are designed to be used by teachers with a minimum of outside assistance, it is strongly recommended that all teachers be in-serviced prior to using the materials. In-service can be arranged by contacting Dan Grimes, Career Awareness Specialist, Oregon Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310; phone 378-3597.

UNDERSTANDING A GOAL-BASED CURRICULUM

The following diagram will help to explain the organization of a goal-based curriculum.



-One activity meets one course goal.

-One activity from each course goal would meet a program goal.

PROGRAM GOALS are curricular goals which are generally considered to be similar to the overall objectives for a curriculum area. The goals are the minimum expectations for a curriculum area.

COURSE GOALS are goals established within a curricular area to cover a specific subject matter. The Career Education course goals can be considered to be the basic competencies or outcomes required for Career development.

THE PERFORMANCE INDICATORS are measurable and are to be met by the student in the completion of a given activity. The performance indicator is written to indicate to the teacher the expected level of outcome from the materials presented in the classroom situation. The Instructional Goal is the actual activity in which the student participates in order to accomplish the expected level indicated by the performance indicator

or the teacher.

The entire system is a hierarchy by which a teacher can identify and implement classroom activities. The instructional goals are written so that one can assess the effectiveness of the activities and the knowledge gained by students.

A teacher may select a single activity and by completing this activity the teacher and the student will be able to meet the expectations of a performance indicator and course goal. It will be necessary for the teacher to present at least one activity from each course goal in order to meet the minimum expectations of the program goal.

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Louis Cava	Parkrose School District
John Davies	Junction City School District
Dan Grimes	Department of Education
Loretta Ness	Salem School District
John Young	Springfield School District
Nancy Combs	Oregon City School District

Edited by Dan Grimes
Illustrations and Graphics were prepared by Inge Infante, Christy Bailey, Steve Sandstrom, and the writing team.

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PILOT TESTING

Several elementary schools were included in the field testing of the Curriculum Kits, involving approximately 2250 students in Grades K-3. The participating teachers were:

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Douglas County

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Ellouise Callison
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Carolyn Mosley
Eleanor Palmer
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Jackson County

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Vivian Locke
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Ella Tegner

Klamath County

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Cheryl Kenney
Jan Wetzel

Lane County

Lynn Barker
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Steve Cooper
Dody Hall
Lois Hopper
Dorothy Morey
Jerry Settelmeyer
Jan Snidow
Phyllis Yarborough

Marion County

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Lucretia Crosier
Berniece DaMoude
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Joanne Leeth
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Dorothy Peterson
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